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SECRETARY'S OFFICE,
Department of Com. Schools.

ALBANY, July 9, 1848.

The town superintendents elected to take their offices on the first day of November, 1848, are requested to report to this department immediately, stating their names and their post office address.

They are also requested to direct how the District School Journal for the districts shall be directed, whether to the town superintendent, or to the districts; and if to the districts, then to what post office.

CHRISTOPHER MORGAN,
Sup't. Com. Schools.

[From the Mother's Magazine]

TWO WAYS OF CORRECTING A FAULT

Mrs. B. was an energetic and thorough housekeeper. "A place for every thing, and every thing in its place," was the practical maxim upon which she acted in performing her domestic duties. But, unfortunately, her little daughter Mary seemed not to inherit her mother's love of order, and did fail, notwithstanding the good example of her mother, to become a very untidy girl.

This fault of her daughter was a source of continual disquiet to Mrs. B. "To cure or endure," says one, should be the motto of life—by which, no doubt, is meant that all the evils of life may be divided into two classes: those which may and should be cured, and those which being incurable should be impatiently endured. But although Mrs. B. certainly regarded Mary's careless habits as a serious evil, she never pursued any course calculated to effect a cure; neither did she adopt the latter alternative, and patiently endure. She never expended much thought upon the subject, except when some flagrant instance of her daughter's careless habits met her eye, or caused her inconvenience; on which occasions something like the following scene would take place:

"Mary, here are your bonnet and shawl lying in the chair. I never saw so careless a girl in all my life. You keep me running from morning till night putting things up after you. Here, come put them away this minute, and don't let me see them there again."

Mary, thus addressed, found certain discordant notes in "the harp of thousand strings" set in motion, and with sour looks, and reluctant steps, proceeded to obey her mother's commands. But will she do better

next time? Who would expect such a result? Nothing has been done to produce a love of order, and a conviction of its indispensableness to comfort and happiness; therefore, nothing has been gained, but something has been lost. The idea of neatness and order has, by this and similar scenes, been indelibly associated with harsh tones and angry words, and thus the whole subject has been rendered repulsive.

Were Mary sure of a scolding every time she transgressed, perhaps the dread of it might have some effect. But there is no uniformity even here. The next time Mrs. B. finds the bonnet and shawl in the chair, she will probably put them away herself, either because Mary does not happen, at the moment, to be within hearing, or she may be in haste, and think it will consume less time to do it herself than to see that it is done by the proper person.

Mrs. S., another mother, possessing similar habits of neatness and order, sees with regret that her little daughter Ellen is becoming very careless and untidy. She says to herself, I must adopt some systematic plan to cure my little daughter of this sad fault; but my engagements will be particularly numerous and pressing for a week or two to come, and it will be impossible for me to give the subject proper attention. I will, therefore, for the present, patiently endure whatever inconveniences this fault may occasion me, bearing in mind to embrace the earliest opportunity for entering upon my plan to effect a cure. Meanwhile she is very careful not to reproach her daughter with her fault, or say any thing that shall prejudice her mind against the subject; for she remembers that she is a thinking, rational, and voluntary being; and that she can correct her faults only by inciting her to vigorous efforts for her own improvement. But as her heart is set upon her daughter's improvement, in whatsoever things are lovely, she soon finds a place for the commendation of her plan.

One day as they were sitting together sewing, Mrs. S. began the conversation by saying, "Ellen, your success in overcoming the habit of speaking so impatiently to your little brother, has given me great pleasure, for it has made you, I think, much more useful and happy; and that we may be useful and happy is the great end for which life is given." Ellen's eyes glistened with grateful pleasure as she listened to her mother's commendation. She did not forget how very hard it had sometimes been to repress the rising feeling of vexation, and speak kindly when her little brother had annoyed her, but she felt amply repaid by her mother's approbation. "I know, dear mother," said she, "it has made me more happy, but how has it made me more useful?" "In many ways, my dear; for instance, it has made little Willie more fond of you, and you have in consequence been able to take more care of him, and thus relieve me of much anxiety and care. Every bad habit you overcome, my dear child, will increase your happiness and usefulness."

Ellen's moral courage began to rise as she listened to her mother's words, and she felt like girding on her armor for some new victory in the noble war of self-conquest. Her mother's penetrating eye read something of the workings of her mind in her expressive countenance, and she waited for Ellen to break the silence, which she did, by saying, "Mother can you not tell me of some other fault to correct?" The mother smiled and said, "I think I can. You would be a remarkable little girl, indeed, if you had not some faults left which affect your usefulness and happiness. If I remember right, things did not go very smoothly with you yesterday, and you did not enjoy the day much." "Yes, I remember," said Ellen, "that every thing went wrong yesterday: it was what the girls at school would call an unlucky day." "Well, let us analyze some of the vexatious events of the day, and see if there was any uncontrollable fate which involved you in trouble; for this, I suppose, is what the girls at school mean by 'unlucky,' if indeed they ever stop to inquire into the meaning of the term. What was the first thing that went wrong?" "My sewing, mother; don't you remember how every thing did act?" "I remember you could not find your thimble, because you did not leave it in its place, and you spent so much time looking for it, that when you were finally seated to your work you felt in too great haste to do any thing properly. This, I think, explains the secret of that part of your day's misfortunes. But what occurred next?" "Cousin Jane agreed to show me how to make an apron for my doll, but she had hardly commenced when she was called away, and I spoiled it in attempting to do it without her assistance." "But after she was ready, if you had not been obliged to look so long for the silk I gave you for the purpose, and the other materials, she would have had plenty of time to have given you all necessary assistance before she was called away. But go on, my dear Ellen, with the history of the day," said Mrs. S., in a cheerful tone, as she saw the cloud beginning to gather on Ellen's brow. "Don't be discouraged, even if you should discover that all your yesterday's misfortunes were occasioned by a certain fault. If you find this to be the case, you can set yourself to correct the fault, and perhaps by this means save yourself very many unhappy days. Come, let us have the next unpleasant occurrence. You took a walk after tea with your friends Mary and Sarah; did you have a pleasant time?"

"Not very, mother." "I think I can tell you the reason again. You detained them so long to look for your gloves, that they quite lost patience, and so you all started with minds much less placid than the summer evening you might have enjoyed. Now you can see very plainly that all your troubles originated in the careless habit of not putting things in their place. If this habit can occasion you so much inconvenience in one day, now you are a little girl, and have the care of but few things, what will it do when you are a woman grown, and have very many things committed to your care? Suppose you were in my place, and should leave every thing you had to do with around the house in the same way, do you not think we should have a sorry-looking dwelling?" "I think we should, mother. I never should be willing to be an untidy housekeeper, and have my house look like Mrs. M.'s, who cannot ask you to sit down till she has first cleared a chair." "I suppose such housekeepers, Ellen, were once little girls who never put any thing in its place; so if you would not be one, you cannot begin too soon to correct the fault."

"I will, mother, begin at once. You will remind me of it, will you not, when I leave things out of place?" "I will give you what assistance I can in

becoming a neat little girl; but you know I have often told you that it requires a great deal of patience and perseverance to overcome a bad habit."

A few days after, Ellen's bonnet and shawl were thrown into a chair as she came in. Her mother said to her, "Ellen, my dear, do you know where you left your bonnet and shawl?" Ellen slightly blushed as she hastened to put them away; but no feelings were excited toward her mother except those of gratitude for assisting her to put her good resolution in practice. "I am afraid," said her mother to her, as she saw her leave her thimble upon the table, after she had finished her work, "you will have another day of misfortunes if that thimble is not put in its place." Thus, by constant watchfulness, and by encouraging all her own efforts to overcome the habit, a love of order was instilled into the mind of Ellen, and habits of neatness and order were rapidly formed.

Let mothers who peruse this simple sketch of domestic life, decide which of the two ways of correcting a fault, here described, is the better way.

From Dr. Mainzer's "Music and Education."

MORAL INFLUENCE OF MUSIC.

That music has a great power over man, and is capable of producing deep emotions, we all know, and we all have, once in our life at least, experienced: how sublime are the effects of a simple tune played on an instrument, or the solemn peal of the organ: and can it be believed that the human voice, the most impressive of all musical sounds when joined to words, which speak at once to our feelings and our reason, does not, when thus adorned and rendered more significant, exert a greater and more beneficial influence upon our whole being than any other excitement? and must not this influence be materially increased, if we are ourselves the performers?

It is useless, however, to adduce further proofs, when thousands are ready to bear testimony to the vivid, the sublime, the powerful sentiments which song has often awakened within them, and to the beneficial and enduring impressions it has left behind. If such effects are felt by persons unprepared, perhaps, to receive high impressions, or in whom the gentler sensibilities have been blunted by the common drudgeries and troubles of life, how powerfully must the practice of singing, carefully adapted to this end, act upon the hearts and minds of children, whom the ills of existence have never reached, and whose soul is so innocently and defencelessly open and sensitive to impressions imparted from without. It must, therefore, be of great importance to every friend of youth, and every promoter of the interests of society, to know exactly the poetical and moral character of the compositions in which the youth of a country, the future nation, and in whose hearts the impressions received at such a tender age, will undoubtedly never be effaced. In this point consists the touch-stone of this question; here lies its public usefulness and its importance.

Juvenile poetry is in form and thought, we mean in the choice of the subject as well as that of the words employed to express it, of a peculiar kind. As soon as words are to be introduced into the exercises, too great care cannot be bestowed on their selection. Songs intended for children, should, in every respect, be adapted to the narrow limits of their understanding. They should present nothing abstract or inanimate, but should be full of life and action. The words of children's songs should treat of such innocent subjects as are suited to their years and feelings, if we desire that their effect upon them should be permanent and salutary. From songs of this character alone, the indi-

vidual may derive benefit during his whole life, and may find in them aid to his moral and religious advancement. The child should receive from them such lessons as will add to the worthiness of the adult—lessons on all the duties he will have to perform, whether as a man, a citizen, or a link of that mighty chain called society.

The world appears to a child in a light totally different from that in which a grown-up person beholds it; his vivid imagination invests every object with life; in the buildings which his little hands raise out of sand, his creative fancy discovers cities, villages, and flowery fields; cards are converted into a palace, a fragment of grass furnishes a sun: a soap bubble is to him a world. The man of riper years, on the contrary, sees all his illusions vanish one by one; and as his feelings become hardened in the school of suffering and adversity, he gradually retires from the sphere of active existence, into a more abstract world of thought and recollection. He lives in the past whilst the child, a butterfly, courting every flower, sucks its honied juice, and inhales its perfumes—knows and enjoys the present alone. In the rules by which our choice of songs destined for children should be made, we should be guided by the nature of the infant mind itself, and should remember that the science of the child extends not further than its hand, and that the horizon of its mind closes with that of its eye.

Though there is a general dearth of songs for children, the materials for such songs are by no means limited as may be supposed. All nature, as it lives around us, and spreads its charms and wonders out before our eyes—nature, with its hills and dales, its brooks, trees, birds, butterflies and flowers, affords a varied choice of subjects, fitted to attract and interest the young mind.

In thus calling the attention of the young to nature in all its marvellous manifestations, we cannot fail to impress them with due respect for every object of the animate as well as the inanimate creation. This has been overlooked in schools. Much is done for the intellect, but little for the heart, the main-spring of human actions in the social intercourse of life. How often are we forced to witness, in grief and indignation, the cruel pleasure that children (often intelligent and clever children in all that concerns the usual branches of instruction,) take in persecuting and uselessly tormenting animals, even those upon whose daily labors their own master's and tormentor's livelihood depends. General school instruction, as it is, is inadequate to develop the higher, better feelings in children; and in trying to make them more learned, has utterly failed to make them more humane. Societies have been formed in all parts of Great Britain for the protection of animals: Prizes have been awarded, punishments inflicted. If, on one side, this proves that something is wanted in the education of the people, on the other we can see at a glance the inefficiency of such societies. Unless man has learned to respect the inferior beings in the scale of creation, and is moved by higher considerations than those of reward or punishment, such societies are of no avail, and however well intended, do not attain the object of their foundation.

The children of our schools will never forget the lessons in songs, which charmed their years of infancy; they ever will remember the songs on the Lark, the Bird's Nest, the Butterfly, &c. &c. In showing to them in a few touching lines, the wondrous instinct of the sparrow, the ant, the bee, &c., we cultivate in them that feeling of respect for all nature's children, which will follow them through life, and which will be their guide of conduct in all circumstances, when seen or when in solitude. Or can a song which delighted us

in our infancy, pass without leaving a trace behind? Children after having learned by heart, and sung and enjoyed the sweet little strains on the fly, would they ever forget the lessons they contain?

My merry little fly play here,
And let me look at you;
I will not touch you though you're near,
As naughty children do
I'll near you stand to see you play,
But do not be afraid;
I would not lift my little hand,
To hurt the thing He made.

The same thought, only more sentimentally expressed, pervades the little tune of *The Worm*. We quote it entire, because it illustrates distinctly our views and principles:

Turn, turn thy hasty foot aside,
Nor crush this helpless worm;
The frame thy thoughtless looks deride,
Required a God to form.
Let it enjoy its little day,
Its little bliss receive;
Oh! do not lightly take away
The life thou canst not give.

Beside songs of this description, of whose importance in schools no one can doubt, there are also songs intended to promote social and domestic virtues, order, cleanliness, obedience, unity, humanity, temperance, &c.; thus impressing, not the letter of the laws of charity on immature minds, but the spirit of them in the memory, and so identifying them with the very fibres of the heart.

In all this we do not prescribe only vague theories, the execution of which exists but in the brain of an enthusiast, or belongs to future ages; we have seen them practically applied to the fullest extent. Juvenile compositions of that poetical and moral character which we recommend, already live in the mouths of thousands of children, and are heard in many a school, and many a humble dwelling.

We should never cease, were we to tell of all the effects which, to our knowledge, the songs of children produced; they act upon the little singers, and react upon their parents. We know many families, in which the children unite in the evening and sing their little duets, and through them charm and captivate those who hitherto sought recreation elsewhere, than at their own hearth, in the society of their wives and children.

Music gives, as may easily be seen from this, to the home of the poorer classes, an additional attraction, and it is powerful, at the same time elevating and noble substitute for those grosser pleasures which lead so many families into ruin and destitution: and if what has been stated before parliament be true, that the dissipated habits of the humbler classes have, for the most part, their source in the utter want of any rational enjoyment, especially in the total intellectual destitution of the female part of the population, it must become a matter of considerable importance to see an innocent and elevating recreation like vocal music, associated with sacred and moral poetry, become a part of the education of the people. We pity those who know music only as a luxury, and who look with a jealous eye upon this art when taught to children who are not born in and for the drawing-room, and who, therefore, have no right to claim their share of the drawing room education. Music is no luxury, but something far

highest, we do not measure it as such, even among the wealthiest.

The education of the people has become the motto of all parties; if not from sympathy, humanity, and justice, its necessity is felt as the only basis of self-defence against the daily growing stream of intemperance, poverty, depravity, and crime. At the moment when popular education begins to be the all-engrossing subject of legislation, the evening text mere intellectual education should exclusively occupy public attention, will neither be out of place nor out of season. Through its influence upon the youth of all classes, music must again become a serious object of serious study to the educationist and the promoter of the moral advancement of the people. Herdier says: "To fill the whole soul of a child, to impart to him songs which will leave an impression, solitary and eternal; thus to urge him on to great actions, to glory; to implant in his heart the love of virtue and to afford him consolation in that adversity which it may be his lot to encounter—how noble an endeavor, how great a work!"

These few words of a profound thinker, a pious, noble, and classical mind, show the great importance of this question; and we may conclude by saying, that music must again become an agent in the moral training of the people. Associated with poetry, simple and true, as a source from which heart and memory will, throughout life, draw lessons of virtue and morality, it will be called the friend of humanity, the sister of wisdom.

PHYSICAL EDUCATION.—If a parent were seen urging and tempting and stimulating his child to the performance of an amount of labor with his legs and arms, sufficient to tax the health and strength of a full grown man, all the world would cry: "Shame upon him! he will cripple his child with excessive work!" Yet every body seems to think, that though the limbs of children cannot without injury be urged and tasked to do the work of a man's limbs, yet that their brains may be tasked to any degree with impunity. What is there in the brain and its powers essentially different from the leg and its powers? Nothing whatever. But people seem to look upon the brain as some extraordinary mystical magical something or other, which is exempt from the ordinary laws that govern all the other parts of the body. The principal business of a child's brain (like that of a child's limbs) is to grow and acquire strength. Thought, reasoning, reflecting, study—these constitute the natural work of a man's brain—as ploughing and sowing are the natural work of a man's limbs.—Dr. Edward Johnson.

IMPORTANCE OF PUNCTUALITY.—Method is the hinge of business, and there is no method without punctuality; it is important, because it subverts the peace and good temper in a family; the want of it not only infringes on necessary duty, but sometimes excludes this duty. The calmness of mind which it produces, is another advantage of punctuality; a disorderly man is in a hurry; he has no time to speak to you, because he is going elsewhere; and when he gets there he is too late for his business; or he has run away before he can finish it. Punctuality gives one character.—"Such a man has made an appointment; then I know he will keep it." And this generates punctuality in you; for the other virtues it propagates itself. Servants and children must be punctual where their master is not. Punctuality indeed, becomes habit. I owe you punctuality; if I have made an appointment with you, I have no right to show away your time, if I do my own.

TEACHERS' SEMINARIES.

It is a man's undertaking, the importance of his business, how to do it, rises in proportion to the magnitude of the interests involved and the difficulties to be overcome. In some cases, the first bumble that comes along may be employed, when no better man offers; because, if he fails, it is a very little matter; but in other cases, it would be madness to employ any but experienced workmen. You may see any body hoe your garden patch who is willing to undertake it; but the ship in which you intend to circumnavigate the globe must be built by first rate workmen.

When you bring a teacher into one of your primary schools of fifty or fifty children, and put him in communication with their opening and shutting minds, what is the task he has before him?

In the first place, what is the material upon which he has to exercise his skill, which he is to mould, a fashion, and polish? If it were a coarse and vulgar substance, it might go into rough hands and take a shape. But it is something which is infinitely more pliant and ductile than the finest gold. It is the intelligent, the immortal mind, or rather, it is half a hundred such minds sparkling around the teacher, not all opening to his plain touch. Alas! what shall I say? a substance of the finest mould, that can be fashioned and shelled, like the Græcian Apollo! No! it is a spiritual essence, from the skies. It is a mysterious emanation from the infinite source of being, an intelligence, an immortal mind, ever present, though always invisible, in the schoolroom, seeing, hearing, thinking, expanding, always ready to make the slightest impression for good or for evil, and certain to be influenced every hour, one way or the other, by the teacher. What a responsibility! What a task!

Consider the kind of substance upon which the schoolmaster is either skilfully tracing the first lines that it receives, after the invisible cipher of the nursery; and what the sketching upon such a tablet ought to be. He might go down to the sea shore, when the tide is out, and write as readily as he pleased, and the first reflux wave would wash the surface just as smooth as the last ebb left it. He might draw his awkward diagrams upon the drifted snow bank, and the first breath of air would whisk them away. He might write out his lessons like a wise man or a fool; and it would make no difference; the next hour would obliterate them all.

But it is not so in the school house. Every tablet there is more durable than brass. Every line that the teacher traces upon the mind of the scholar is, as it were, "graven with the point of a diamond." Rust will eat up the hardest metals; time and the elements will wear out the deepest chiseling in marble; and if the painter could dip his pencil in the rainbow, the colors would at length fade from the canvas. But the spirits, the imperishable minds of that group of children, in however humble circumstances, are immortal. When they have outlived the stars, they will only have entered upon the infancy of their being. And there is reason to believe that no impression made upon them will ever be obliterated. Forgotten during shorter or longer periods of time many things may be; but the cipher, without the assurance of a single line, in all probability remains, to be brought out by the test of a dying hour, or the trial of the last day. The schoolmaster literally speaks, writes, teaches, paints, for eternity. They are immortal beings, whose minds are of clay to the soul under his hand. And who is sufficient for these things?

Just look at the case in another light. They are the children of a hundred and thirty or forty thousand,

families, who, as they successively become educated, are receiving their education in the common schools of Massachusetts. At present they are under tutors and governors, and have no direct influence on the way or the other, upon the great interests of the commonwealth. But who are they? Go with me from school to school, from town to town, and from county to county, and let us inquire. On that little form, so rarely in front of the teacher, and a distinguished and skilful physician. Just behind him you see one of the proficient members of the general courts. On the other bench behind the donor, sits a professor of mathematics, holding his pencil and musing over the rule of three. On the other side of the room, that shabby boy is none other than the secretary of state, in the next school we find here a governor of the commonwealth, reading in tables of two syllables; there, from one of the poorest families in the district, an importing merchant worth half a million of dollars; and close by his side one of the shrewdest lawyers in the country. Going on to the next school house, in the remotest corner of the town, we find a selectman, a sheriff, a professor of languages, and beside a number of enterprising and prosperous farmers and mechanics, perhaps a representative to congress. But we must not be pained in our visits. Let us take the sea and go into another section of the state and see what we can find there. The very first boy we overtake trudging along toward the village school house, with his dinner-basket in one hand and his skates in the other, is the chief justice or the president of a great railroad company; also one of the richest bankers in State street; two or three clergymen, of as many different denominations; a chemist, a town clerk, a judge of probate, and a great civil engineer. In the next school we see a United States senator at the black-board; a physician just getting out of his A-B-C's; a brigadier-general, trying to make straight marks upon his paste board slate; we honor the counsellor, digging out his first sentence in parsing, and a half dozen school teachers, some in "baker," and some in "a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z."

But we are not through yet. In the very next school we visit, if we go to Boston, it may be in the obnoxious mountain town of the interior, it may be on the seashore, or under the shadow of Wachusett, we find an associate judge of the supreme court, or an attorney-general, or a foreign ambassador, or speaking in the past tense, a president of the United States.

Thus, were we to visit all the primary schools of the commonwealth, we should be sure to find nearly all the ministers, lawyers, physicians, legislators, professors and other teachers, merchants, manufacturers, and, in short, all the most intelligent, active and useful men of the next generation in these schools. We cannot now point them out by name. We cannot tell who of them will be governors and judges, and merchant princes; but in winter, or summer, or both, they are all there. They are receiving the rudiments of their education under such teachers as we provide for them, in the period of life when the most lasting impressions are made. More, I will venture to say, is done during the first ten or twelve years, in the humble district school house, to give tone and shape to the popular mind, than in all the years that follow. Bad habits of reading, or slovenly habits of writing, or loose habits of reading and thinking, which are contracted there, will cling by most men as long as they live. While on the contrary, the permanent advantage of a good beginning, under competent instruction, is witnessed and acknowledged by all. It has been so in Massachusetts from the beginning.

How great men have commenced their education in the common school house. And "the thing that hath been is that which shall be; and that which is done is that which shall be done, in one generation passeth and another cometh." In less than half a century, all the professions in our noble state will be filled, and all the offices will be held, all the business will be done, and nearly all the property will be owned, by the boys who first graduate at our common schools, and whose parents are too poor to give them a better education. It will be so as long as these schools are sustained and open to all, and they will do more or less to elevate the moral and intellectual character of the people, as the teachers are thoroughly or superficially educated. Every faithful and well educated instructor in the humblest district school, is a public benefactor. But where shall the school committee look for a sufficient number of such, till teachers or seminaries furnish them?

Rev. Dr. Humphrey.

The Rights of Labor.—Labor! What a debt of gratitude unpaid; and, I fear, too often unthought of, does the handwriting on the wall mark up against us at the very mention of the word! Labor! What has it not effected, what is it not constantly effecting for us? Labor plows and digs, and tills, and cultivates the ground, and sows and reaps, and gathers into barns, and grinds the corn. Labor builds the ship and sails across the ocean, and penetrates the most distant climes, and encounters dangers, and faces difficulties, and ransacks sea and land, to provide the food we consume, and the cloths which we wear, and the leveled ornaments which fashion calls for as an offering on its shrine. Labor erects the house, cuts the railway and the canal, bores the tunnel, rears the viaduct and the bridge, levels the mountain, pierces the rock. It weaves and spins, toils and works, plies the loom, strikes the anvil, thunders at the forge, wields the hammer, sinks the mine, raises the coal, and accomplishes everything, from the monster cathedral to the noblest of our wooden walls, to the most delicate of silken threads in a lady's workbox; and from the loftiest pile of architecture, to the scarcely perceptible eye of the smallest needle for which it is intended.

In short, as the elephant, with the same trunk, tears down the woodiest tree in the forest, and picks up a pin from the ground; so does labor procure for us the greatest and the least, the most important and the most minute of the necessities of life, ministers to our luxuries, increases our comforts, and, with ever-inventive and untiring ingenuity, constantly widens the source of our enjoyments and amusements. Well, be it so, it may be some cold and calculating nature will reply, what then? If labor works for us, do we not pay it for its work, and then does not the mutual obligation end? This is a most miserable way of looking at the matter, and no way of settling it at all. Humanity should not keep such a close debtor and creditor account with man. Property, we have been told, "has its duties as well as its rights," and, in like manner, informing the maxim, I would say, that labor has its rights as well as its duties, and one of its strongest claims upon us, I think, is, that we should not only "give a fair day's wages for a fair day's work," but also provide it the school, the library, and the museum, with a fair day's recreation when its fair day's work is done.—Speech of Rev. Jas. Spence, at Hingham.

Physicians have the skill and observation of the best physician, the diligence and vigilance of the best nurse, and the tenderness and patience of the best mother.

Small quality—commonplace

higher; we do not recognize it as such even among the wealthiest.

The education of the people has become the motto of all parties; if not from sympathy, humanity, and justice, its necessity is felt as the only means of self-defence against the daily growing stream of intemperance, poverty, depravity, and crime. At the moment when popular education begins to be the all-engrossing subject of the legislature, the warring lest mere intellectual education should exclusively occupy public attention, will neither be out of place nor out of season. Through its influence upon the youth of all classes, music must again become a serious object to serious minds, to the educationist and the promoter of the moral advancement of the people. Herder says "To fill the whole soul of a child, to impart to him songs which will leave an impression, salutary and eternal; thus to urge him on to great actions, to glory: to implant in his heart the love of virtue, and to afford him consolation in that adversity which it may be his lot to encounter—how noble an endeavour, how great a work!"

These few words of a profound thinker, a pious, noble, and classical mind, show the great importance of this question; and we may conclude by saying that music must again become an agent in the moral training of the people. Associated with poetry, simple and true, as a source from which heart and memory will, throughout life, draw lessons of virtue and morality, it will again be called the friend of humanity, the sister of wisdom.

PREMATURE EDUCATION—If a parent were seen urging and tempting and stimulating his child to the performance of an amount of labor with his legs and arms, sufficient to tax the health and strength of a full grown man all the world would cry "Shame upon him! he will cripple his child with excessive work." Yet every body seems to think, that though the limbs of children cannot without injury be urged and tasked to do the work of a man's limbs, yet that their brains may be tasked to any degree with impunity. What is there in the brain and its powers essentially different from the leg and its powers? Nothing whatever. But people seem to look upon the brain as some extraordinary mystical magical something or other, which is exempt from the ordinary laws that govern all the other organs of the body. The principal business of a child's brains like that of a child's limbs, is to grow and acquire strength. Though, reasoning, reflecting, study—these constitute the natural work of a man's brain—as ploughing and sowing are the natural work of a man's limbs.—*Dr Edward Johnson.*

IMPORTANCE OF PUNCTUALITY—Method is the hinge of business, and there is no method without punctuality; it is important, because it subserves the peace and good temper in a family; the want of it not only infringes on necessary duty, but sometimes excludes this duty. The calmness of mind which it produces, is another advantage of punctuality; a disorderly man is in a hurry; he has no time to speak to you, because he is going elsewhere; and when he gets there he is too late for his business; or he must hurry away before he can finish it. Punctuality gives men character.—"Such a man has made an appointment: then I know he will keep it." And this generates punctuality in you; for like other virtues it propagates itself. Servants and children must be punctual where their leader is so. Appointments indeed, become debts. I owe you punctuality; if I have made an appointment with you, I have no right to throw away your time, if I do my own.

TEACHERS' SEMINARIES.

Whatever a man undertakes, the importance of his knowing how to do it, rises in proportion to the magnitude of the interests involved and the difficulties to be overcome. In some cases, the first bungler that comes along may be employed, where no better man offers, because, if he fails, it is very little matter; but, in other cases, it would be madness to employ any but experienced workmen. You may let any body hoe your potato patch who is willing to undertake it; but the ship in which you intend to circumnavigate the globe must be built by first rate workmen.

When you bring a teacher into one of your primary schools of forty or fifty children, and put him in communication with their opening and ductile minds, what is the task he has before him?

In the first place, what is the material upon which he is to exercise his skill; which he is to mould, and fashion, and polish? If it were a coarse and vulgar substance, it might go into rough hands and take its chance. But it is something which is infinitely more precious and ductile than the finest gold. It is the intelligent, the immortal mind, or, rather, it is half a hundred such minds sparkling around the teacher, and all opening to his plastic touch. It is—what shall I say? a substance of the finest mould, that can be fashioned and chiselled, like the Grecian Apollo? No! it is a spiritual essence, fresh from the skies. It is a mysterious emanation from the infinite source of being an intelligence, an immortal mind, ever present, though always invisible, in the schoolroom, seeing, hearing, thinking, expanding; always ready to take the slightest impression for good or for evil, and certain to be influenced every hour, one way or the other, by the teacher. What a responsibility! What a task!

Consider the kind of substance upon which the schoolmaster is either skillfully tracing the first lines that it receives, after the invisible cipher of the nursery, and what the sketching upon such a tablet ought to be. He might go down to the sea shore, when the tide is out, and write as rudely as he pleased, and the first retreating wave would wash the surface just as smooth as the last ebb left it. He might draw his awkward diagrams upon the drifted snow bank, and the first breath of air would whisk them away. He might write out his lessons like a wise man or a fool, and it would make no difference; the next hour would obliterate them all.

But it is not so in the school house. Every tablet there is more durable than brass. Every line that the teacher traces upon the mind of the scholar is, as it were, "graven with the point of a diamond." Rust will eat up the hardest metals; time and the elements will wear out the deepest chiseling in marble; and if the painter could dip his pencil in the rainbow, the colors would at length fade from the canvas. But the spirits, the impressible minds of that group of children, in however humble circumstances, are immortal. When they have outlived the stars, they will only have entered upon the infancy of their being. And there is reason to believe that no impression made upon them will ever be obliterated. Forgotten during shorter or longer periods of time many things may be; but the cipher, without the erasure of a single line, in all probability remains, to be brought out by the test of a dying hour, or the trial of the last day. The schoolmaster literally speaks, writes, teaches, paints, for eternity. They are immortal beings, whose minds are as clay to the seal under his hand. And who is sufficient for these things?

Just look at the case in another light. They are the children of a hundred and thirty or forty thousand

families, who, as they successively become old enough, are receiving their education in the common schools of Massachusetts. At present they are under tutors and governors, and have no direct influence one way or the other, upon the great interests of the commonwealth. But who are they? Go with me from school to school, from town to town, and from county to county, and let us inquire. On that little form directly in front of the teacher, sits a distinguished and skilful physician. Just behind him you see one of the prominent members of the general court. On another bench behind the door, sits a professor of mathematics, biting his pencil and puzzling over the rule of three. On the other side of the room, that chubby boy is none other than the secretary of state. In the next school we find here a governor of the commonwealth, reading in tables of two syllables; there, from one of the poorest families in the district, an importing merchant worth half a million of dollars; and close by his side one of the shrewdest lawyers in the country. Going on to the next school house, in the remotest corner of the town, we find a selectman, a sheriff, a professor of languages, and, besides a number of enterprising and prosperous farmers and mechanics, perhaps a representative to congress. But we must not be partial in our visits. Let us take the cars and go into another section of the state and see what we can find there. The very first boy we overtake trudging along toward the village school house, with his dinner-basket in one hand and his skates in the other, is the chief justice or the president of a great railroad company; also one of the richest bankers in State street; two or three clergymen, of as many different denominations; a chemist, a town clerk, a judge of probate, and a great civil engineer. In the next school we see a United States senator at the black-board; a physician just getting out of his a-b-a-b-s; a brigadier-general, trying to make straight marks upon his paste board slate; an honorable counsellor, digging out his first sentence in parsing, and a half dozen school teachers, some in "baker," and some in "a-cat-may-look-on-a-king."

But we are not through yet. In the very next school we visit,—it may be in Boston, it may be in the obscurest mountain town of the interior, it may be on the seaboard, or under the shadow of Wachusett, we find an associate judge of the supreme court, or an attorney-general, or a foreign ambassador, or, speaking in the past tense, a president of the United States.

Thus, were we to visit all the primary schools of the commonwealth, we should be sure to find nearly all the ministers, lawyers, physicians, legislators, professors and other teachers, merchants, manufacturers, and, in short, all the most intelligent, active and useful men of the next generation in these schools. We cannot now point them out by name. We cannot tell who of them will be governors, and judges, and merchant princes; but in winter, or summer, or both, they are all there. They are receiving the rudiments of their education under such teachers as we provide for them, in the period of life, when the most lasting impressions are made. More, I will venture to say, is done during the first ten or twelve years, in the humble district school house, to give tone and shape to the popular mind, than in all the years that follow. Bad habits of reading, or slovenly habits of writing, or loose habits of reasoning and thinking, which are contracted there, will cling to most men as long as they live; while on the contrary, the permanent advantages of a good beginning, under competent instructors, are witnessed and acknowledged by all. It has been so in Massachusetts from the beginning.

Her great men have commenced their education in the common school house. And "the thing that hath been is that which shall be; and that which is done is that which shall be done, as one generation passeth and another cometh." In less than half a century, all the professions in our noble state will be filled, and all the offices will be held, all the business will be done, and nearly all the property will be owned, by the boys who first graduate at our common schools, and whose parents are too poor to give them a better education. It will be so as long as these schools are sustained and open to all; and they will do more or less to elevate the moral and intellectual character of the people, as the teachers are thoroughly or superficially educated. Every faithful and well educated instructor in the humblest district school, is a public benefactor. But where shall the school committees look for a sufficient number of such, till teacher's seminaries furnish them?

Rev. Dr. Humphrey.

THE RIGHTS OF LABOR.—Labor! What a debt of gratitude, of gratitude unpaid; and, I fear, too often unthought of, does the handwriting on the wall mark up against us at the very mention of the word! Labor! What has it not effected, what is it not constantly effecting for us? Labor plows, and digs, and tills, and cultivates the ground, and sows, and reaps, and gathers into barns, and grinds the corn. Labor builds the ship and sails across the ocean, and penetrates the most distant climes, and encounters dangers, and faces difficulties, and ransacks sea and land, to provide the food we consume, and the cloths which we wear, and the jeweled ornaments which fashion calls for as an offering on its shrine. Labor erects the house, cuts the railway and the canal, bores the tunnel, rears the viaduct and the bridge, levels the mountain, pierces the rock. It weaves and spins, toils and works, plies the loom, strikes the anvil, thunders at the forge, wields the hammer, sinks the mine, raises the coal, and accomplishes everything, from the monster cable of the noblest of our wooden walls, to the most delicate of silken threads in a lady's workbox; and from the loftiest pile of architecture, to the scarcely perceptible eye of the smallest needle for which it is intended.—In short, as the elephant, with the same trunk, tears down the stoutest tree in the forest, and picks up a pin from the ground; so does labor procure for us the greatest and the least, the most important and the most minute of the necessities of life, ministers to our luxuries, increases our comforts, and, with ever-inventive and untiring ingenuity, constantly widens the source of our enjoyments and amusements. Well, be it so, it may be some cold and calculating nature will reply, what then? If labor works for us, do we not pay it for its work, and then does not the mutual obligation end? This is a most miserable way of looking at the matter, and no way of settling it at all. Humanity should not keep such a close debtor and creditor, accounts with man. Property, we have been told, "has its duties as well as its rights;" and, in like manner, inverting the maxim, I would say, that labor has its rights as well as its duties, and one of its strongest claims upon us, I think, is, that we should not only "give a fair day's wages for a fair day's work," but also provide it the school, the library, and the institute, with a fair day's recreation when its fair day's work is done.—*Speech of Rev. Jas Spinnall, at Huddersfield.*

Friendship hath the skill and observation of the best physician, the diligence and vigilance of the best nurse, and the tenderness and patience of the best mother.

THE ORGANIZATION OF SCHOOLS.

After the teacher has in a proper manner been introduced to his school, his duties may be named under the following heads: first, the organization, second, the instruction, and third, the government of the school. Under the head of organization, his first duty will be to seat his scholars, to become acquainted to some extent with their advancement, to ascertain what books they have, and what they need, to determine what number of classes must be formed, and to classify the scholars; second, to determine the order in which the several recitations and other exercises shall follow each other, and the time which can be devoted to each; third, to make proper allowance for recesses and the other interruptions liable to occur, which may be named under the head of granting leave to requests of various kinds, answering questions upon the studies, attending to calls, accidents, or to offences of any kind.

Under the head of instruction, he should aim, first, to give as much time as is consistent to the recitations and exercises of his regular classes, and should prepare himself to give such additional instruction in every study as the class may need; second, he should, during every half day, have some general concert, or other exercises in which the whole school can take part; and third, he should aim daily, to communicate more or less oral instruction, either pertaining to the regular studies, or on other important topics directly or indirectly connected with them.

Under the third head he should aim, first, to secure and maintain a proper degree of quietness and order on the part of every scholar; second, to incite to diligence in study and the cheerful and proper performance of every duty; third, to secure from every pupil, a correct deportment in school, and to lead all to form the habit of treating courteously and respectfully all with whom they associate; fourth, to lead his pupils to be punctual and regular in their attendance at school; and fifth, to treat delinquents and offenders in such manner as will be likely to prevent the repetition of offences, and to promote the reformation of the offenders.—*Ohio School Journal.*

COMMON SCHOOLS.

We utterly repudiate, as unworthy, not of freemen only, but of men, the narrow notion that there is to be an education for the poor, as such. Has God provided for the poor a coarser earth, a paler sky? Does not the glorious sun pour down his golden flood as cheerily upon the poor man's hovel, as upon the rich man's palace? Have not the cottager's children as keen a sense of all the freshness, verdure, fragrance, melody, and beauty of luxuriant nature, as the pale sons of kings? Or is it on the mind that God has stamped the imprint of a baser birth, so that the poor man's child knows with an inborn certainty, that his lot is to crawl, not climb?

It is not so. God has not done it. Man cannot do it. Mind is immortal. Mind is imperial. It fears no mark of high or low, of rich or poor. It heeds no bound of time or place, of rank or circumstance. It asks but freedom. It requires but light. It is heaven born, and it aspires to heaven. Weakness does not enfeeble it. Poverty cannot repress it. Difficulties do but stimulate its vigor. The poor tallow chandler's son, that sits up all night to read, shall stand and treat with kings, shall add new provinces to the domain of science, shall bind the lightning with a hempen cord, and bring it harmless from the skies. The common school is common, not as an inferior, not as the school for the poor men's children, but as the light and air are common.—*Bishop Doane.*

ACQUIRED TALENT.—The following story is recorded of Cecco d'Arcoli and Dante:

"They were discussing the subject of natural and acquired talent, and Cecco maintained that nature was more potent than art, while Dante asserted the contrary. To prove this principle, the great Italian bard referred to his cat, which, by repeated practice, he had taught to hold a candle in his paw, while he supped or read. Cecco desired to witness the experiment, and came not unprepared for his purpose; when Dante's cat was performing its part, Cecco, lifting up the lid of a pot, which he had filled with mice, the creature of an art merely acquired, dropping the candle, flew on the mice with all its instinctive propensity. Dante was himself disconcerted; and it was adjudged that the advocate for the occult principle of natural faculties had gained the cause."

ENERGY is everything! How mean a thing man is with little motive power. All the abilities nature has given him lie useless, like a great and mighty machine, ready at every point for useful action, but not a wheel turns for want of a starting power. A great man is like a great machine. He has a great power to set in motion the various and immense projects which he has in his hand, little motives can neither start nor stop him. They may set in motion the powers of any ordinary man, and render him respectable, nay even a beautiful piece of mechanism, but never a magnificent one. Yet there is one thing which renders man supremely above the machine. By the working of his own mind he can improve and exalt himself; by directing his eyes to what is great and good, he may become so. If then we can become what we wish to be, what high object should we aim at, and what resolute and energetic efforts should we ever be making to attain them!

RESULT OF HABIT AND INDUSTRY.—Bulwer worked his way to eminence—worked it through failure, through ridicule. His facility is only the result of practice and study. He wrote at first very slowly and with great difficulty; but he resolved to master his stubborn instrument of thought, and he mastered it. He has practised writing as an art, and has rewritten some of his essays (unpublished) nine or ten times over. Another habit will show the advantage of continuous application. He only works about three hours a day—from ten in the morning till one—seldom later. The evenings when alone, are devoted to reading, scarcely ever to writing. Yet what an amount of good hard labor has resulted from these three hours. He writes very rapidly, averaging twenty pages a day of novel print.—*Bentley's Miscellany.*

REVENGE.—The favorite of a Su'tan threw a stone at a poor dervish who had requested an alms. The insulted Santon dare not to complain, but carefully searched for and perceived a pebble, promising himself that he should find an opportunity sooner or later to throw it in his turn at this pitiless wretch. Some time after he was told the favorite was disgraced; and, by order of the sultan, led through the streets on a camel, exposed to the insults of the populace. On hearing this, the dervish ran to fetch his pebble, but after a moment's reflection, cast it into a well. "I now perceive," said he, "that we ought never to seek revenge when our enemy is powerful, for then it is imprudent, nor when he is involved in calamity, for then it is mean and cruel."

From the Radix

DUTY OF GOVERNMENTS AND STATES.

The appropriate functions of government, as at present understood, chiefly consist in affording to the citizen that amount and degree of protection which shall enable him most completely to enjoy, and most effectually to develop and use his individual, social, and political resources, in due subordination to the paramount interests of the community at large.—To accomplish these objects, constitutions are formed, laws enacted, embodying the collective will of the people, and designed for their security—institutions are established or recognized, by means of which rights may be asserted and vindicated, wrongs redressed, order maintained, and justice administered—and a social, civil, and political organization constructed, through the agency of which the diversified elements of public and private may best fulfil their appointed mission.

The repression and punishing of crime—the detection and exposure of those numerous offences against person and property, which seem to increase in proportion to the progress of society, and the multiplication of the arts of life—and the provision of means for the support of the indigent, the infirm, the aged, and the helpless—these are the objects which hitherto, to a very great extent, have engrossed the efforts and tasked the wisdom of statesmen and politicians. The *prevention of crime* by the removal of the motives which lead to its commission, and the early substitution of principles and habits of an opposite description—the ultimate *extinguishment of mendicity* by securing the prevalence, not only of more abundant and accessible means of support through industrious habits, frugality, and economy, instilled in the plastic and susceptible period of youth, but through the same agency, of a more extended and comprehensive spirit of Christian charity and benevolence—and the transformation of the existing penal systems from retributive and vindictory engines of terror, into powerful and effective agencies of *reformatory discipline* and moral culture—These objects, so pre-eminently worthy of our most enlightened political economists, are but too rarely adverted to, and too seldom attempted. And yet, charged as the constituted authorities of the state clearly are, with the responsibility of preserving the public peace and order, and of securing to every citizen the full and uninterrupted enjoyment of all his rights, vested as they are with the power of punishing every infraction of the laws, it would be difficult to justify, upon sound principles, the absence of that preventive discipline which would be afforded by the general and thorough *education* of the youth of the state.

The strong arm of the law, potent as it may be to punish, is yet impotent to prevent the commission of flagrant crime; and the harvest of blood and terror, of desolation and anguish, which may result from the misdirected or perverted energies of but a single ignorant and vicious individual, is impossible to be estimated: nor is that community which, by an adequate and timely provision for the intellectual and moral culture of all its future members, might have prevented the fearful catastrophe, and did it not, guiltless of the blood which may thus be shed. Daily, in the crowded thoroughfares of our great cities and large towns, the sad and revolting spectacle of groups of young children, ripening for the penitentiary, the prison, and the gallows, meets our eye; and morally certain as we are, that a few years at most will intervene before the murderers knife shall strike down some devoted victim, or the robber's grasp be upon our cherished homes, or valued treasures, we interpose not to avert these calamities and substitute the

blessings of education therefor, lest, perchance, we violate the liberty of the citizen! While there remains in any locality a single human being, ignorant, depraved, and unrestrained, we may rest assured no effectual safeguard exists against the ravages of the destroyer. Like the sword of Damocles, the weapon of violence hangs perpetually suspended by a single thread over our heads; and every good citizen is directly and powerfully interested in the speedy reclamation of this one wandering outcast. When instead of one, "their name is legion," and they throng the avenues of every town and city in our land—when millions are annually expended in protecting society against their depredations, in bringing them to justice or providing for their support—and when from every direction, and in every passing breeze, "the voice of her brother's blood calls from the ground"—can we justify or palliate the hesitating, timid, and inefficient restrictions of government, which operate only when no remedy can avail?

Believing as we do, that it is incumbent upon every well organized government, and especially upon all those which rest upon republican institutions, to provide the requisite facilities for the proper education of every child destined to become a citizen, we shall avail ourselves of an early opportunity to discuss the important question, how far does this obligation extend, and at what period, and under what circumstances does it cease to be imperative? Want of room compels us to defer the consideration of this topic to a succeeding number.

PRUSSIA.—Primary instruction has made great progress in Prussia since 1819. At that period, the number of primary schools amounted to 20,785. In 1825, there were 21,253; and, in 1843, 23,646. In 1825, the number of pupils, between seven and fourteen, was 1,923,000, of whom 1,663,218 attended the public schools. The number of school teachers was 21,896, in 1819; and in 1843, 29,631. In 1831, the number of children, between seven and fourteen, was 2,643,030, of whom 2,021,421 attended school. In 1843, the whole number was 2,992,114, and there were in the school 2,323,136. A similar progress in public instruction is also observable in Germany and Switzerland.

HUMAN LIFE ESTIMATED BY PULSATION.—An ingenious author asserts that the length of a man's life may be estimated by the number of pulsations he has strength to perform. Thus, allowing 70 years for the common age of man, and sixty pulses in a minute for the common measure of pulses in a temperate person, the number of pulsations in his whole life would amount to 2,207,520,000; but if intemperate he forces his blood into a more rapid motion, so as to give 75 pulses in a minute, the number of pulses would be completed in 53 years, consequently his life would be reduced 14 years.

CONVERSATION is the daughter of reasoning, the mother of knowledge, the breath of the soul, the commerce of hearts, the bond of friendship, the nourishment of content, and the occupation of men of wit.

IDLENESS.—Said the distinguished Chatham to his son, "I would have inscribed on the curtains of your bed and the walls of your chamber, if you do not rise early you can never make progress in anything. If you do not set apart your hours of reading, if you suffer yourself, or any one else to break in upon them, your days will slip through your hands unprofitable and frivolous, and unenjoyed by yourself."

From the National Era.
FREEDOM.

BY CHARLES J. SMITH.

Upward as the mountain towers,
Onward as the ocean flows,
Piercing through the clouds of error,
Sweeping o'er a world of woes,
Spite the weight of snows is pressing
On its distant steepy brow,
And the giant storms are breaking,
O'er its rugged bosom now,
Though the tempest fiercely rages,
And the lightning round it leaps,
Thus the spirit form of Freedom
Upward towers, onward sweeps,
Through the weight of evils crushing,
And the storms that round it beat,
Vain the tempest and the lightning—
Fall they harmless at its feet.

Rising as the sun at morning,
As the milder moon at night,
Making glad a world of darkness,
With its floods of shining light—
When the day is bright and cloudless,
Then with burning, dazzling gleam
When the shades of evening gather,
Then with softer, gentler beam,
Thus with Freedom—shining brightest
Where the truth has strongest sway,
And amid the realms of error,
Still it never lost its ray—
Though oppression's mists o'ercast it,
Blinding for a spell its light,
Still a sleepless vigil keeping
Through the day and through the night.

As the hoary hills eternal,
As the rock of ages strong,
Noiseless through Time's ceaseless changes,
Beating back the waves of wrong—
Hoar the olden tower on spire,
Wage a wild and fearful strife
From the mighty sanc'tuaries,
With renewed and stronger life,
Thus with Freedom standing ever
By the wayside of the truth,
With the birth of Time coeval,
Yet in all the bloom of youth—
Machting every kind to crush it,
Of the puny arm of man,
With the myriads of power
Clustered in the tyrant's span.

GOOD IN EVIL.

BY WILLIAM H. McALLA.

What if misfortune's gloomy frowns
Their darkest shadows o'er us cast,
Let's think the more of all the joys
That we have known within the past;
Nor think because to gaze on clouds,
May chance sometimes to be our lot,
The glorious sun has ceased to shine,
Because we mortals see it not.

What though within the silent grave,
Our forms at last have to be laid,
If conscience is but light; we can
Wait Death's appearance undismayed—
Nor think because beneath the sod,
Our forms must all decay and rot,
They will in heaven not rise again,
Because we mortals see it not.

What tho' in beauty's choicest mould
Each face and form cannot be cast—
Has not God granted all instead,
Some brighter beauty made to last?
Nor think because to homely be,
Perchance of some may be the lot,

That for the best 'tis not ordained,
Because we mortals see it not.

Bright sparkling gems within rough ones
Are mostly found to be concealed;
And oft by faded, musty books,
The greatest beauties are revealed—
Then let us think, from seeming ills,
Something of good there can be got,
Nor frowns can ne'er be smiles disguised,
Because we mortals see it not.

Martinsburg Va. 1848.

THE SORROWS OF A CHILD.

We have often been tempted to try our hand at describing scenes which meet our eyes in a city, but no scenic representation, much less any pen, can adequately give to a stranger a true idea of the variety of fortunes and feelings which mark a dense population. It is a false idea that the poor suffer vastly more in winter than in summer. We are satisfied of this. Fresh air is a blessing from God, and thousands die in cities for the want of it.

We were passing along B—— street, in New York, one summer's day, and saw a child sitting on the door step of a hovel. Mayhap that he had known the trials of three years—he certainly had known but few of their joys. The heat was intense, although the sun had left the pavement, and the little fellow was evidently longing for pure, cool air. He had a mild blue eye, and one of those faces that always wins you to stop and look at it—but all about him indicated the extremest poverty. He was a sufferer.

His little neck and the sides of his head were bound up in a large poultice, and the hot air was sadly annoying. We stopped and looked into his face. He raised his eyes to us—and a world of sorrow looked out of those blue windows. His expression was one of perfect hopelessness—absolute despair. It was a painful sight to see so young a heart so crushed—the lightsome heart of childhood, out of which life was wholly gone.

As we paused, he looked up feebly, but did not smile; there was no expression, or look of interest. A merry group was sporting in the street.—His gaze wandered vacantly towards them, and then away again. The slow movement of his eyes, from object to object, was inexpressibly mournful. His mother came to the door. He half turned to her, and lifted up a tiny hand, as if to ask her to take him in her arms, but dropped it again slowly and sorrowfully into his lap, and fixed that vacant unchanging gaze of sadness on her face.

At length he buried his little fist in his cheek, and with his elbow on his knee, turned his eyes towards the clouds that were drifting along the narrow strip of blue above him, and then we fancied we saw a smile flitting around his lips; but as we watched, it was gone, and only that lone-some look of agony remained. An hour afterwards we had forgotten him, for these changing scenes efface each other swiftly.

But a few days afterwards we passed down that street again, and saw three carriages standing before the door at which the boy had been sitting. The poorest of the poor find means to have carriages at their funerals.

Our little sufferer was doubtless dead. The broken heart had sprung to life again.

How miserable life has become when death is an actual relief! And yet thousands there are who long for such a relief—worn old men as well as sad eyed boys.

DISTRICT SCHOOL JOURNAL.

SYRACUSE, DECEMBER 1, 1848.

WINTER SCHOOLS.

It is impossible to estimate the importance of winter schools. The few months of winter, with perhaps one in the fall and another in the spring, constitute the whole scholastic year for thousands of youth. The industrial pursuits of life, in a country so new and so filled with competition as this, occupy the time of children at an early age. In agricultural districts, the main reliance for educational privileges is upon the winter schools. How important, then, that the best instruction and most ample appliances be provided for the improvement of those golden hours!

The winter session of nearly ten thousand Common Schools in this State has been commenced, and the large army of teachers, in whose charge they have been placed, are now exerting an influence to be measured only by generations. There is a fearful responsibility connected with a winter school—a responsibility that must be shared by school officers, parents, teachers and pupils, in order to be fully met. Apathy has too long been the great impediment to an efficient management of our schools, and therefore we improve this opportunity of urging all to discharge their whole duty at the commencement of the winter session. If school officers have been faithful, none but competent teachers are employed, and the school-house, furniture and educational appliances, have been placed in as good condition as the finances of the district will admit. These are but the preparatory measures for a good school, and will be of little avail, unless other duties be promptly and faithfully discharged. In view of these considerations we appeal

TO PARENTS

It is not enough that you attend the school meeting and select agents to transact the business of the District, that you meet your share of the expenses of the school, and send your children to it. You are the responsible educators, and are under the most imperative obligations to society, to your children and your God, to give your faithful attention to this subject. You should *know* that your teacher possesses the requisite qualifications to guide the unfolding intellect, and mould the character of your children. These qualifications cannot be obtained without compensation, and therefore you should not be parsimonious in managing the business of the district.

One of your first duties, after furnishing the text books and other aids to knowledge, is to visit the School. You can *feel* but little interest in the school, and know but little about the progress your children are making, without frequent visits to the school room. You can also do much at home by your counsel. The leisure moments should be improved, and the social circle made a counter-part to the school. In this manner a taste for reading and study will be

created, which will secure a high degree of intelligence.

But how general the indifference of families in regard to the improvement of these fleeting moments! How many there are, after the cares of the evening have been met, who make no effort to have their children study their lesson or read a library book! The wasted hours, more valuable than India's riches, treasures, are lost because parents neglect their duty. With proper attention to the intellectual and moral culture of children and youth at home, the short winter sessions may be made doubly valuable to the thousands who have no other school privileges. How delightful for the family circle to engage in systematic efforts for the education of their children during the long evenings of winter! Let the table be spread with books, slates and other means of culture and surrounded by the happy group, and we have no fears of finding a dull and disinterested member of that family in the school room. Give the teacher a faithful co-operation at home, and encourage him by frequent visits to his school, and you will have accomplished more for your children, in the short winter school, than they would have acquired in a whole year, when neglected at home and disinterested in their studies, as they must necessarily be when parents manifest no anxiety for their improvement. Such a course would be a sure preventive of these idle habits, that neglect of the mind and heart which destroys self-respect and gives a cypher—or something worse to society in the person of a child when grown to manhood. There is a moral force in the co-operation of parents with the teachers of their school, as powerful in elevating the character of children as it is important. With it the progress of children will be much more rapid and thorough, and the school will be pleasant to both teacher and pupils.

The great importance of rightly employing the time of those depending mainly upon the winter schools for their educational privileges, imposes great responsibility upon

TEACHERS.

To guide the mind in the pursuit of knowledge under the most favorable circumstances, is truly a high trust. You are made co-workers in the business of education with parents, and participate with them in the trials and the joys of moulding the intellect, giving character to the temper, and forming the habits of those who are to represent your work in the pursuits of life. Every effort in your profession is to be reviewed by your pupils when they arrive at maturity, and you are to be judged by those who watch every influence with the most exact fidelity. Who of us can look back upon the days of youth, without feelings of respect and gratitude for the faithful and devoted teacher, or sorrow for the hours wasted in a badly managed school?

The office of the Teacher is always a responsible one. He owes much to the parent who commits his

child to his care, to the country for which he is educating a citizen, and to the child whose character and sources of happiness are in his hand. The more limited his means for giving the pupil the power to acquire the elements of success in life and the ability for self culture, the greater are his obligations to employ them to the best advantage. In view of such responsibility, with care should he enter upon the duties of a winter school. Many of his pupils have been so much occupied with physical labor and have so long neglected to employ their mental powers, as to make it extremely difficult to secure proper application in the school room, or awaken a taste for reading as opportunity shall present itself. This, however, must be accomplished, or attainment in the usual branches of study will be worthless. The power of concentrating the faculties of the mind, and the habit of investigation, patient, are the first requisites in the acquisition of knowledge. The boy who can and will apply himself for the purpose of gaining knowledge, has nearly overcome his difficulties. As he progresses, that which was laborious and wearisome at the commencement, becomes pleasant and agreeable. He then has the key with which he will unlock the vast treasures of knowledge. Give him this, while teaching him the various branches of study, and you will have an earnest of his future career in the improvements of each succeeding day. Wake up the powers of his mind, and let not one slumbering energy dampen the ardor or check the rising interest of your pupils, and each successive lesson is but the indication of that progress which surmounts every obstacle but death. All this can be done in the winter school.

How many of those under your care are now enjoying their last school privileges? How much is to be done for them before they are able to direct their own mental action? With what studied care should the Teacher watch for every opportunity to strengthen this self-discipline in his pupils! The winter school indeed a place for labor, and the teacher who discharges his whole duty, who creates a fondness for study while imparting instruction, will find his reward in the rich gratitude of his pupils.

Our winter schools should be wisely managed. The arrangements should be made with reference to economizing time, and employing labor to the greatest advantage. The teacher should aim to do all he can for his pupils, to do it well, and above all to make them accomplish the utmost of their ability. Not a moment should be lost for want of care in securing the proper temperature, necessary ventilation, and good order in the school room. All the small matters should be in the most ample order, so that each moment of both teacher and pupil may be turned to the best account.

No one can give specific rules for the regulation of school duties. Any person qualified to be entrusted with a school, will be quick to discern and skillful to

employ the best measures. He must, to some extent, be original in his system of governing and teaching; yet careful to adhere to sound educational principles. That which would be successful in the hands of one, may prove the cause of another's failure. This is a peculiarity of mind acting upon mind, which makes the teacher's duty both arduous and difficult. Could a school be taught as a factory is run, and every influence in the work of education be guided by laws as fixed and invariable as those of motion, there would be no necessity for urging teachers to form elevated views of their calling.

But we are admonished that we are trespassing too far on the attention of our readers; and therefore we again appeal to teachers to see that not one moment of the winter school be lost in useless toil or idleness either on your part or that of your pupils. An hour lost can never be recalled. When it passes, it goes forever, and its privileges are beyond our reach.—Then be true to yourselves and your pupils, and you will be free from regrets in afterlife.

EDUCATION OF IDIOTS.

"Now, thanks to the progress of science, idiot children receive a kind of education which develops, at least the atom of imperfect intelligence with which they are sometimes endowed. We have a school here, directed with as much perseverance as enlightened patience, which already offers the most satisfactory results; by a very ingenious method, the mental and physical faculties are exercised, at the same time, and many have been taught the alphabet, figures, and to distinguish colors; they have also succeeded in teaching them to sing in chorus; and I assure you, that there is a kind of strange charm at once sad and touching, in hearing their plaintive wandering voices raised towards Heaven in a chant, of which almost all the words, although in French, are to them unknown."—*Mysteries of Paris*, p. 8, ch 28.

This subject should awaken the most intense interest among our statesmen and friends of education. The least spark of intelligence ought not to be extinguished for want of nutriment. It should be the aim of government to provide liberally for this unfortunate class, and give them all the education of which they are susceptible.

We hope the attention of the legislature of this state will be directed to this subject, and that measures will be adopted at the approaching session for such investigation and experiments as shall clearly demonstrate what provisions should be made for this long neglected and miserable class of citizens. No one can doubt that government should aim to elevate all classes of its subjects, and decrease the amount of human suffering. This principle is recognized in the Eleemosynary Institutions which have already been established and are supported by the state; and as there is neither justice nor wisdom in making beneficiaries of one class of the unfortunate to the exclusion of another, we see no reason why idiot children should be neglected if they are susceptible of educational improvement.

EDITOR'S TABLE.

Wanted three complete sets of the volumes of the District School Journal from its commencement. And person having them, bound or in numbers, and wishing to dispose of them, will confer a favor by communicating the fact to the Editor.

ONONDAGA INDIAN SCHOOL.

In the winter of 1846 a few individuals called a public meeting in Syracuse to adopt measures for establishing a school among the Onondaga Indians. The subject was referred to the Legislature, in the form of a petition asking for small appropriation to erect a school house, and for the support of a teacher. The Legislature not only granted the prayer of the petitioners, but extended the grant to the other Indian settlements in the state.

A school house was erected the following summer on the Onondaga, Cattaraugus and St. Regis Reservations, and schools commenced in them for the instruction of Indian children. At Onondaga the school has been continued without interruption, and with the most gratifying results. At first the enterprise was regarded with suspicion and distrust by a large portion of the Indians, especially those denominated the Pagan party. Having long experienced all the *vicissitudes* with but few, if any, of the blessings of civilization they feared there was evil in this "new move" of the "white man." They had been taught by the policy of the past, that government preferred their banishment to the rocky mountains to their improvement, and hence they were slow to accept the only boon the white man can offer for past injuries; but the descendants of the Iroquois have experienced great social as well as political changes, by which they evince ample capacity for education.

The summer term of the school, which commenced in May, has abundantly proven the wisdom of the policy that seeks their improvement in knowledge and their elevation to the true dignity of citizens. The services of Rev. ROSMAN INGALLS, for several years a devoted and faithful missionary at Onondaga and Oneida, were secured. His knowledge of Indian character gave him advantages in the management of the school which were of the utmost importance.—The great impediment has been irregularity in attendance and want of application—two evils that must be overcome, and only by the greatest perseverance and prudence on the part of the teacher. He has, however, so far succeeded as to secure the regular daily attendance of about twenty-five. The record shows that an average of sixty-one have attended 108 days during the term, and that the average monthly attendance is forty. If all upon the roll could be induced to attend the school regularly, the main difficulty would soon be overcome; yet the improvement in this respect is so evident that we may reasonably hope for a model school in regard to attendance.

The want of clothing is the cause of this irregularity. If the teacher were in possession of means to supply their wants, in part, as to clothing and food, this cause of complaint would be removed.

Notwithstanding the irregularity to which we have alluded, a large proportion of the children are making excellent proficiency in reading and spelling; and several have made quite respectable attainments in arithmetic, geography, penmanship, drawing and vocal music. One class of *twelve* have passed through two, and are now in the third of a series of reading books, and are able to read with facility.—Another class of *six* are upon the second reader, and another

of *fourteen* are mastering simple sentences without much trouble.

There is more difficulty in teaching the elements of arithmetic than any other branch of study. Their limited acquaintance with the English language, want of application and a taste for reckoning is uniform and greatly impedes their progress. There is a class, however, of seven or eight engaged upon this study, yet without evincing much capacity for mathematics. Our observation has led us to the belief that as they become acquainted with the English language, they will evince more aptness for arithmetic.

Geography was introduced last June, and with marked success. The children, as well as those parents who occasionally visit the school, manifest great interest in this study. They seem to comprehend the design of maps with great facility, and are much pleased in acquiring knowledge of our own country.

In penmanship and drawing they manifest a peculiar aptness, as well as great originality. In drawing they are not mere copyists, but invariably characterize every thing with an Indian's idea of what it should be. For instance, in drawing a horse, they give him the indicia of fleetness, and so of any other animal.

We have been much pleased with Mr. Ingall's method of teaching vocal music, and were much surprised to find so much aptitude among his pupils. They excel in this delightful branch of education, and many of them have remarkably sweet voices. The influence of music cannot fail of being powerful in arousing their dormant energies, and creating a desire for improvement that must secure the highest success to the school.

Mr. and Mrs. Ingalls have given considerable attention to the industrial wants of the Onondagas. The Indians are naturally indolent, and therefore need to acquire habits of industry. As these are formed, with proper instruction in regard to the arts of civilized life, they will improve their social condition, and with the blessings of education, they will become a prosperous and happy people.

During the past summer an elegant church has been erected near the school house. It is neatly painted, and of ample dimensions to accommodate 300 individuals. With the means of education and the influence of religion already secured to them, may we not hope that the once proud and powerful Onondagas, the first nation among the Iroquois, will attain great excellence in their social condition.

FINE ARTS IN AMERICA.

The progress of the fine arts in this country is a question of universal interest, and affects alike the character of our nation and the social improvement of its citizens. Every thing that contributes to the growth and perfection of art should be encouraged as among the most efficient means of elevating the public taste. In old and wealthy countries, artists find encouragement either from the opulent in society or by appropriations from the government. While such support encourages art, it circumscribes its influence so as to benefit the wealthy alone; but in this country, we have no princely fortunes nor aristocratic legislative influences to promote, and at the same time to appropriate the advantages of science and art. Here they are dependant upon the masses for support, and among them they disseminate their advantages.

To meet this exigency the American Art Union was formed. Its principles of organization accord with the spirit of our institutions, and give a powerful stimulus to art. It is incorporated, and managed by gentlemen who are chosen

annually by the members, and who receive no compensation for their services. The object is truly a national one, and unites the public good with private gratification at but small individual expense. The plan of organization makes every subscriber of five dollars a member for one year, and entitles him to all the privileges of the society.

The money thus obtained, (after paying necessary expenses,) is applied,

FIRST.—To the production of a large and costly Original Engraving from an American painting, of which the plate and copyright belonging to the Institution, and are used solely for its benefit.

Of this Engraving every member receives a copy for every five dollars paid by him.

Members entitled to duplicates are at liberty to select from the engravings of previous years.

Whenever the funds justify it, an extra engraving or Work of Art is also furnished to every member.

Every member also receives a full Annual Report of the proceedings, &c., of the Institution.

SECOND.—To the purchase of Paintings and Sculpture by native or resident artists.

These paintings and sculptures are publicly exhibited at the Gallery of the Art-Union till the annual meeting in December, when they are publicly distributed by lot among the members, each member having one share for every five dollars paid by him.

Each member is thus certain of receiving in return the value of five dollars paid, and may also receive a painting or other Work of Art of great value.

THIRD.—The Institution keeps an office and free Picture Gallery, always open, well attended, and hung with fine paintings, at 497 Broadway, where the members in New York receive their engravings, paintings, &c., and where the business of the Institution is transacted.

The business of the Institution out of the city of New York is transacted by HONORARY SECRETARIES, who receive and remit subscriptions, and deliver to the members in their vicinity, the Reports, Engravings and Works of Art, after exhibiting them a few days—subject to which right they will be distributed.

This year, each member will be entitled to a copy of a large engraving, QUEEN MARY SIGNING THE DEATH WARRANT OF LADY JANE GREY, now being engraved in line by Burt, after Huntington; and, also, RIF VAN WINKLE, the celebrated tale of Washington Irving.

The amount expended for painting this year, greatly exceeds that of any preceding year, and has brought together the finest collection of paintings, all executed by American Artists, ever witnessed in this country. They are now on exhibition at the room of the Society, and the throng of citizens who daily meet to study and admire these productions, afford ample evidence that they are highly appreciated by the public. The paintings are all numbered in the order in which they were purchased, and the subjects given in catalogues. The first on the list is entitled "The Mission of the Jews to Ferdinand and Isabella," by E. Leutze. The scene is laid at the moment when the negotiation was suddenly interrupted by the Inquisitor General, Torquemada, who burst into the audience chamber, and drawing forth a crucifix, held it up, exclaiming "Judas Iscariot sold his master for thirty pieces of silver. Your high masses would sell him anew for thirty thousand; here it is, take him, and barter him away." So saying, the frantic priests threw the crucifix on the table and left the apartment. It is taken from Prescott's Ferdinand and Isabella, Vol. 2, page 137.

Another Painting of great merit is entitled "Washing in the Indian Council," by J. B. Stearns, an artist of fine genius. The Indian figures are portraits from the Ononagas, among whom may be recognized several of their prominent Chiefs, and those of lower rank, bearing the peculiar names of John Smoke, Tonedoga, Jodocksate &c. The Indian character is most admirably represented by the artist, while the subject of the painting is easily distinguished by the most casual observer.

We might detain the reader with several pages in briefly describing the fine galaxy of paintings which adorn the gallery of the Art-Union; but we hasten on to the most interesting part of the rich catalogue, which comprizes the celebrated series of imaginative landscapes called the "Voyage of Life," and universally admired as among the master-works of the lamented author. These four grand pictures it is well known, are to be distributed this year as ONE ONLY. No Art-Union in the world has ever so tempted subscribers, and it will be long before an equal attraction will be again found here. The artist received, we believe, six thousand dollars for this series, from the original purchaser, the late Samuel Ward. The pictures are on canvas seventy-eight by fifty-two inches, and, like all the Art-Union pictures, are richly framed. To say anything here of the merit, would be quite irrelevant. It is everywhere confessed. The initial picture begins the "Voyage of Life," with the introduction of the traveler as a babe laughing on a bed of flowers in a golden boat, formed of figures emblematic of the Hours, and guided by an angel as it issues from the mouth of a dark cave and floats onward towards the bank of the stream, clothed in all the luxuriance and verdure of which joy and hope can dream.

In the second picture, the most beautiful one of the series, the child has become a youth, and has taken the helm confidently in his own hand. The guardian angel gazes upon him from the shore, as he urges his bark hopefully onward through fairy and gladsome scenes, toward the gorgeous Temple of Fame, seen dimly in the far off vault of heaven. In the third picture, (manhood) his frail skill is approaching the brink of a fearful ravine; his helm is lost, the tempest around him, the confidence and hope of his youth are gone, and he gazes imploringly toward heaven as his only hope of salvation from the terrors impending over him. The angel is seen amidst the clouds, as she still watches over her despairing charge. In the fourth and last picture, (old age) the child, now a gray-headed and bearded man, sits helpless in his shattered vessel as it floats upon the great ocean in which the stream of life is swallowed up. The guardian angel hovers over him and directs him toward the path of glory and immortality opening in the skies, where angels are seen ascending and descending the cloudy steps in a blaze of heavenly light.

This landscape of life is executed in a style worthy the design, and as the production of an American Artist reflects the highest honor upon our country. The name of Thomas Cole, by whom these paintings were executed, will ever adorn his profession and his memory will stimulate others encouraged by this admirable society, to aim at the highest degree of excellence in painting.

Those who rightly appreciate the value of the fine arts in giving tone to public sentiment and elevating public morals, need not be advised to cultivate a taste for them in their families and the schools where their children are educated. As a source of pleasure merely, the fine arts present strong claims upon parents and teachers, who would unite the means of happiness with the ability to be useful in their

em of education. On this account, we wish that the library of the Art-Union could be visited by every school in the country.

AMERICAN ARCHIVES.—We learn from the National Intelligencer, that Peter Force, Esq., has recently completed the seventh volume (or first of the fifth series) of his great work on the documentary history of the origin and progress of the North American Colonies, and of the Revolution and Constitution of the United States. The period embraced by the series extends from the Declaration of Independence to the definitive treaty of peace with Great Britain in 1783—the two hundred copies have already been delivered to the Secretary of State, and the entire complement, consisting of 600 volumes, will be ready in the course of the present year. Of this whole number between eleven and twelve hundred will be distributed to the Governors and Legislatures of all the States in the Union, and also to all the colleges, atheneums, and other prominent institutions of the country. The present volume, like all its predecessors, is handsomely printed on the best of paper, and not only occupies about 900 folio pages, but is embellished with fac-similes of the Declaration of Independence, and other valuable documents. Mr. Force, as many of our readers are aware, is engaged upon this important national work by the authority of Congress, and his labor has been limited to preparing twenty volumes. The materials for thirteen volumes remain collected and arranged; and it is the intention of the author to publish, if possible, one volume per annum until the task shall have been accomplished. It may be, however, that he will complete the remaining volumes in ten years. Mr. Force has his antiquarian agents in all the older States in the Union, and the amount of money he has to expend in copying the State records is very considerable. We have seen, (says the National Intelligencer,) for example, one pile of manuscripts (which was as much as a strong man could carry in his arms,) which cost the handsome little sum of \$100, and, in Mr. Force's antique library, we doubt not there are manuscripts which would weigh one or two tons. The labor upon which Mr. Force is engaged, is very extensive, and eminently valuable; and, when completed, will undoubtedly stand unrivalled, in point of completeness, by any historical collection.

Should each State take the same course in regard to its Documentary History, our nation would present the most complete record of Legislative events upon the globe.—The works would assist the historian in snatching many interesting incidents from oblivion and greatly enrich that department of American literature.

HISTORICAL SOCIETY.—The collection of books, pamphlets and newspapers which have been accumulated by this institution, during forty years, are of immense value; and their final manuscripts number nearly 15,000, among which are the papers of Governors Golden, Jay and Clinton, Generals Schuyler, Steuben, Stewart and Lord Stirling, the Records of the Committee of Safety of New York during the Revolution, a vast number of others. The society is endeavoring to procure means to build a fire-proof edifice in which to preserve these valuable historical collections. They are truly of inestimable value, and ought to be placed beyond the contingency of fire, for if they are lost the wealth of man could not replace them.

We hope the Association will be successful in their design.

GIRARD COLLEGE, situated in the city of Philadelphia, is one of the most splendid buildings of the kind in the world.

The main edifice is two hundred and eighteen feet long from north to south, one hundred and sixty from east to west, and ninety seven feet in height. The entire structure with the exception of the doors, is of the finest white marble. It is surrounded by thirty-four columns of the Corinthian order, with beautiful capitals supporting an entablature. Each column including capital and base, is fifty-five feet high and six in diameter, leaving a space of fifteen feet between the columns and the body of the building. At each end is a doorway or entrance, thirty-two feet high and sixteen wide. Each of these doors open into a vestibule, twenty-six feet wide and forty-eight feet long, the ceiling of which is supported by eight marble columns.

The other four buildings connected with the college, situated two on each side of the main building, are each fifty-two feet by one hundred and twenty, and two stories high. The cost of the whole was nearly two millions of dollars. It was built according to the provisions of Stephen Girard, a very wealthy banker, formerly residing in Philadelphia, and is intended for orphan children.

RHODE ISLAND.—Teachers' Institutes are being introduced into Rhode Island. One was announced to commence on the 20th ult., and to continue in Session one week, at Wickford.

Another on the following Monday, the 20th, in Hopkinton and still another at Woonsocket, both to continue in session one week. The course of instruction, lectures, board and other expenses were free to all who propose to teach in the public schools of the state.

Institutes had been held at Newport and East Greenwich with the most enthusiastic approbation, as we would have inferred from such instructors as Mr. Russell in reading, Mr. Lowell Mason in vocal music, Professor Davies and Professor Thompson in arithmetic, Dr. Jarvis in physiology, Mr. S. S. Green in grammar and the analysis of language, Mr. Charles Anthon in composition, spelling and book-keeping, and Mr. S. Cornell in the use of globes. Lectures were given in the evening by these gentlemen, and by Mr. George B. Emerson and others. Upwards of 160 teachers attended the two institutes.

BOOKS FOR CHILDREN.—A good book for a child is a rare thing. Children's books are at the present time sent out from a heedless and money-loving press in numbers, quantities rather, (for no arithmetician possesses power to count them) that are appalling; and yet, out of this immense supply, how few are such books as we can conscientiously place in the hands of a child whom we love.

The season of interchanging presents has nearly arrived, and hence the importance of bestowing some care upon the selection of gifts. An interesting and useful book is by far the best present for a child. It will prevent the loss of much time, and awaken a desire for knowledge. Were parents to select good books, and such as are adapted to the capacity of their children, for holiday presents, much good would be accomplished.

The great passion for trinkets and useless play things of the present day, is certainly an evil of no small magnitude. Many of them are very improper, and exert a most deleterious influence upon the taste. We assume that every thing educates, and that which does not awaken those emotions which elevate the character, ought not to be presented to a child as a token of affection.

Parents who would benefit their children, while gratifying them with holiday presents, should select appropriate books for them, instead of inviting them to idle habits by means of worthless "yankee notions."

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From EDWARD NORTH, *Dexter Professor of Classical Literature, Hamilton College, Clinton, N. Y., Sept. 3, 1847.*

Your plan of republishing the "Classical Series of Chambers' Educational Course" is one that will bring you in a large harvest of thanks from the scholars of our country. The names of Drs. Schmitz and Zumpt in connection with the clearness and typographical beauty of the works will doubtless create a large demand for them; and wherever they go, they will discharge an important mission by reviving and extending the love of classical reading. It will yield me pleasure to do what I can for the furthering of his excellent enterprise.

From LYMAN OLEMAN, *Professor of Latin, College of New Jersey, Princeton, N. J., Sept. 28, 1847.*

I have examined carefully the copy of Caesar which you were kind enough to send to me. I am much pleased with the plan and

execution of the work. No higher authority could be desired. I fully believe that the notes furnish all the aid that the scholar ought to have.

From REV. B. R. HALL, A. M., *Professor of Ancient Languages, the Classical and Mathematical Institute, Newburgh, Orange County, New York, Sept. 7, 1847.*

I like it because it is neat, small, and not overburdened with notes—the bane of all learning. * * * I shall certainly recommend my pupils to get this edition.

From AMMI B. HYDE, *Professor of Languages in the Oneida Reference Seminary, Cazenovia, New York, Sept. 7, 1847.*

We find much to admire in the neat and business-like form of the work. Its notes are compact and sufficiently copious, and text is, in our view, unusually accurate and Caesar-like. Opinion of the work is such as to induce us to bring it into use. Copies will be furnished to Teachers for examination, on application to Lea & Blanchard by mail or otherwise.

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